# Abby Kelley Foster Charter Public School

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www.akfcs.org

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### Education Committee Meeting - DIGITAL MEETING

### Friday, September 23, 2022, 8:00 a.m.

**https://akfcs-org.zoom.us/j/98360662574?pwd=b3FoY3BUZXZXSUVJY2w4R0oyb2lLZz09**

**Meeting ID:** 983 6066 2574 **Passcode:** 801866

**By phone:** 19292056099 **Meeting ID:** 983 6066 2574

# Abby Kelley Foster Charter Public School

**Education Committee Meeting Agenda- DIGITAL MEETING**

**Friday, September 23, 2022, 8:00 a.m.**

**https://akfcs-org.zoom.us/j/98360662574?pwd=b3FoY3BUZXZXSUVJY2w4R0oyb2lLZz09**

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**By phone**: 19292056099  **Meeting ID**: 983 6066 2574

I.     Call to Order- Amy Vernon, Chair

II.    Introductions/Attendance Recorded

III.   Review of the August 12, 2022, Meeting Minutes

   a.  **Motion**: To approve the August 12, 2022, Meeting Minutes.

IV.    Overview of Annual Education Committee Calendar of Topics- Amy Vernon, Heidi Paluk

V.     Looking at Academic Data: Standardization- Heidi Paluk, Rob Kerr, Jessica Regan

VI.    IB Spring Data- Kelly Davila

VII.   SEL Spring Date- Dr. Caroline Cole

VIII.  MTSS MS Program Launch- Dr. Caroline Cole

IX.    Principals Update: Opening of School-  Kelly Gould, Shelly Hinds, Chris Kursonis

   a.  Elementary School- Student Needs

X.     Academic Goals for the Year (Executive Director, District, School)- Heidi Paluk, Amy Vernon

XI.    Timely Topics as Identified by the Chair and/or ED

XII.   Upcoming Education Committee Meetings:

   a.  Friday, October 14, 2022

XIII.  Adjournment

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## Education Committee Meeting Minutes- DRAFT

### Friday, August 12, 2022, 8:00 a.m.

https://akfcs-org.zoom.us/j/97096682718?pwd=RlZsSVZVc3l0dTRENjdub05peHF2dz09

**Meeting ID**: 970 9668 2718 **Passcode**: 024943

**By phone**: +1 929 205 6099  **Meeting ID**: 970 9668 2718


The meeting was called to order by Ms. Amy Vernon. The attendance was recorded as follows:


**Board/Committee Members**: Amy Vernon, Bibiche Zagabe-Ndiku

**Staff in attendance**: Amelie Cabral, Christopher Kursonis, Dr. Caroline Cole, Kelly Gould, Shelly-Anne Hinds, Heidi Paluk

**Board/Committee Members Absent:** Ms. Shelly Yarnie

The Committee reviewed the meeting minutes from the June 10, 2022 meeting. Ms. Vernon noted the following corrections:

1. Page 1, Paragraph 2, Sentence 2- The revision of the word "delay."
2. Page 4, Paragraph 1, Sentence 2- The addition of the word "kindergarten."

Ms. Vernon requested a motion to approve the June 10, 2022, meeting minutes. The motion was made by Ms. Zagabe-Ndiku and seconded by Ms. Vernon. The modifications were noted, and the minutes were updated with the changes. The minutes were approved with correction unanimously.

## DESE Documents/Charter Renewal Site Visit

Ms. Paluk provided an overview of the various documents submitted to DESE on August 1, 2022. It was explained that three corrections were requested from Abby Kelley, and those corrections would be submitted that day. It was also said that Tuesday, August 16, 2022, would be the second deadline for the following DESE-required documents, followed by the remaining documents at the end of August. Ms. Paluk noted that the DESE site visit had been scheduled for Wednesday, September 14, 2022. Ms. Paluk explained that a meeting was held with the administration team at each school, and the commitment was to prepare for the site visit. Ms. Vernon inquired about the focus group sizes, and it was explained that it would be smaller in size this year as there would be no focus groups for students or parents.

## Opening of School

Ms. Paluk began by explaining that the list of projects this summer was more extensive than expected but that the staff had been working tirelessly to prepare the school for the students and faculty. It was noted that new teachers would be in the building on August 18, 2022, and the remaining teachers would be in the building on August 22, 2022. It was also noted that there would be three (3) of Professional Development for the staff during that week.

**ES**- Ms. Gould began by stating that this year would be focused on endurance and using evidence-based long-term systems that make those last. It was also noted that a new literacy curriculum known as Wonders would be used this year for students and that the math program would resume for the 2nd year. Ms. Gould noted that a new program known as Bibbles would also be implemented this year in the Elementary School, and a diagnostic assessment team would be created to roll out the plan in a team style.

Ms. Vernon inquired about whether the new curriculum was scripted. It was explained that while it was scripted regarding the materials given to them, there was room for teachers to spend more time on different content areas if needed. It was noted that many areas, while preplanned in the curriculum, provide room for the addition of other materials and information. Ms. Zagabe-Ndiku also inquired about the ratio between textbooks and digital access for the new program. It was explained that all physical materials had been provided, and those same materials were also online.

Ms. Zagabe-Ndiku also inquired about parent access to this new curriculum, to which it was explained that while there is access for parents, they would request information about more access. It was also noted that the students would receive computers to assist them with this new curriculum.

**MS**- Ms. Hinds began by explaining that systems were being put in place, and some were being re-examined to ensure that expectations were evident for both students and staff. Ms.Hinds also explained that while there were still some vacancies and resignations, some additional staff had been hired and that they were still actively hiring.

Ms. Hinds noted that some parent meetings had already taken place, and discussions with parents and teachers were planned to ensure expectations across the school. Communication between parents and school was also discussed to ensure that parents were always aware of the things happening in middle school. Ms. Hinds also spoke about the different ideas, such as new sports and activities that the students would partake in.

Ms. Vernon inquired about any schedule changes, and it was explained that the specials schedule was changed. It was explained that students would have one schedule where they would move from specials every six weeks. It was noted that the students would all get the same amount of time to complete all their specials within their six-week rotation, and there would be an opportunity for all students to attend. The WIN block was still in place and would be more structured. It was also explained that science and social studies, alternating days last school year, would now be offered daily.

Ms. Hinds explained that she would meet with all grade levels to discuss expectations moving forward and that the schedule was redesigned to ensure that the high school's rigor was matched and that the students were transitioning to high school with the necessary skills. Ms. Vernon also inquired about the advisory block being an SEL focus, to which Dr. Cole explained that it would include that focus. It was explained that the second step program would be re-implemented and that teachers would learn that with the support of the guidance staff/program.

**HS**- Mr. Kursonis began by explaining that all open positions at the school had been filled besides the technology class. With this class being challenging to hire for, Mr. Kursonis stated that other options, such as a business or financial literacy class, were being examined.  These courses would be easier to hire while providing more real-world lessons for the students. It was explained that they are currently working on finding more maintenance staff, but they are ready to open school with no restrictions. It was also noted that the classroom sizes had been situated and that there would be a zoom next week for the new students and parents. Mr. Kursonis explained that expectations were set for the students and that they were ready for school.

## Summer School

Ms. Gould explained that running summer this year allowed for learning opportunities and lessons for next year. It was explained that the student invitation list for summer school was expanded, with a 90% attendance rate all summer. Ms. Gould explained that the students who attended summer classes would be tracked to see if the classes made a difference for them. These results would allow the staff to evaluate better what needs more change or see what is working. Ms. Gould noted that when asking the students what they considered the best part of summer school, it was said that the teen volunteers were great. Teachers pointed out that the high school student volunteers were unplugged and present. Students also went on community excursions and attended other fun summer activities.

Ms. Paluk also took the time to express her appreciation for Ms. Gould and the work put into creating summer school and family communications, as this was something that she took full responsibility for. It was also noted that the student workers provided tremendous support for the summer this year as they were cleaning, moving, and assisting with many departments.

## Handbook

It was mentioned that the handbooks were being worked on to provide consistency throughout the three schools and that there were no substantive changes but more formatting and language changes. Ms. Paluk explained that the handbooks would be on the website and available for parents to print out if needed and that there would be a note for translation needs if requested. There were no further questions from board members.

Ms. Vernon called for a motion to adjourn the meeting, which was made by Ms. Zagabe-Ndiku and seconded by Ms. Vernon. Roll call was taken, and the members voted unanimously the end the meeting at 9:40 a.m.

**Education Committee**
2022-2023 DRAFT Calendar

| | |
|---|---|
| August | • Summer Programming report<br>• Family Handbook updates<br>• Annual Report<br>• Principal's Update: Opening of School (planning/changes)<br>• Charter Renewal<br>• Charter Site Visit<br>• SOA |
| September | • Overview of annual ed committee calendar of topics<br>• How we look at data<br>• IB spring data<br>• Principals Update: Opening of School (reflections/updates)<br>• Academic goals for the year (ED, district, school) |
| October | • How we look at data<br>• Spring MCAS data<br>• Prior year discipline data<br>• Dibels data<br>• SEL spring data<br>• MTSS MS program launch<br>• School safety update<br>• Strategic Planning? |
| November | • *How we look at data?*<br>• iReady fall data (including spring to fall and year over year comparisons)<br>• Family/community partnership updates<br>• "Graduate Services": College and Alumni |
| December | •<br>• |
| January | • *How we look at data?*<br>• SEL fall data<br>• Next year's budget planning - anticipated academic/curricular line items changes/additions |
| February | • *How we look at data?*<br>• iReady winter data (including fall to winter and year over year |

| | |
|---|---|
| | comparisons) <br>● |
| March | ● Next year's academic calendar <br>● Accountability Plan (5-yr) <br>● Mission Revision |
| April | ● *How we look at data?* <br>● Seal of Biliteracy data <br>● SEL winter data |
| May | ● *How we look at data?* <br>● College acceptances/enrollment data <br>● Summer Programming |
| June | ● *How we look at data?* <br>● ACCESS testing (if available) <br>● iReady spring data (including winter to spring and year over year comparisons) <br>● Academic goals for the year (data) <br>● Preliminary MCAS data (if available) <br>● Family Handbook updates/policy changes for next year |

Ongoing agenda items:
- Principal's Update (monthly topic determined by ED and chair)

**Looking at Data in Committee/Board Meetings**
**Brainstorming Worksheet**

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**Goals:**
- ❖ Allow the school to showcase data in ways staff feel best represent student performance
- ❖ Establish predictable templates that decrease the burden of invention for staff members and increase familiarity for board members
- ❖ Enable board members to:
  - ➢ Become acclimated to a presentation method (w/less explanation necessary over time)
  - ➢ Better understand school data sets and make meaning of them in context
  - ➢ Find ways to engage more actively with our data, knowing what questions they are looking to answer

---

- What data do we look at regularly?
  - iReady
  - MCAS
  - IB
  - SEL
  - Dibels
  - ACCESS
  - Seal of Biliteracy
  - College Acceptance/Enrollment
  - ○
  - ○
  - ○
  - ○

- What questions do we want to answer about this data?
  - How are we doing empirically?
  - How does our data vary across schools/grade levels?
  - How did we do this year compared to last?
  - What is the context for this data? How does AKF data look against available comparison data? (city, state, national, etc.)
  - What are the take-aways: strength and challenge areas? Action plans?
  - ○
  - ○
  - ○
  - ○

- How can we present the data in a way most conducive to shared understanding?
  - Graphical/visual representation
  - Charts: Stacked column, line plots, etc
  - Series of charts for each data set, each answering specific questions
  - Bullet take-aways (2-4?)
  - ○
  - ○
  - ○

Data sets:

**MCAS**
*What*: achievement and growth, by grade level and overall, in ELA and Math (STE?)
*Format:* stacked column charts?
*Years to include*: 2 years?
*Comparison data*: city and state data

**iReady**
*What*: On/above and 1 and 2-years below by grade level (and cohort??)
*Format:* stacked column charts? (similar to MCAS)
*Years to include*: 2 years?
*Comparison data*: Is there a national data set?

**SEL**
*What*: % favorable (select topics: highest/lowest risk for current year?); growth/change over the year and/or year over year
*Format:* stacked column charts (favorable/unfavorable)? (similar to MCAS)
*Years to include*: work up to 3 years?
*Comparison data*: national data set

**IB**
*What*: participation rates; % of exams earning certificates; students earning diplomas
*Format:* line graphs (as prior)
*Years to include*: 5 years?
*Comparison data*: Is there a national IB school data set?

**Dibels**
*What*: screening data; % at risk; % at risk making progress over year
*Format:*
*Years to include*:
*Comparison data*:

**ACCESS**
*What*: participation rates; % exiting; % making progress
*Format:*
*Years to include*:
*Comparison data*:

**Seal of Biliteracy**
*What*: participation rates; languages; % receiving seal/seal with distinction
*Format:*
*Years to include*:
*Comparison data*:

**College Acceptance/Enrollment**
*What*:
*Format:*
*Years to include*:
*Comparison data*:

**Planning AKF Data Presentations for Committee/Board Meetings**

- What data do we look at regularly?
  - iReady
  - MCAS
  - IB
  - SEL
  - Dibels?
  - ACCESS
  - Seal of Biliteracy
  - College Acceptance/Enrollment

- What questions do we want to answer about this data?
  - How did we do this year compared to last?
  - How does our data vary across schools/grade levels?
  - How does AKF data compare to available external data? (city, state, national, etc.)
  - Take-away: where are our strength and challenge areas? Action plans?

- What's the simplest way to digest this data?
  - Charts: Stacked column or line plots for most?
  - Series of charts for each data set, e.g., separate charts for achievement vs growth, grade levels vs overall, ELA vs Math, etc
  - Bullet take-aways (2-4?)

Data sets:
**SEL**
*What*: % favorable in highest/lowest risk topics for current year? growth/change over the year
*Format:* similar to MCAS achievement stacked column charts ( favorable/unfavorable)?
*Year to include*: work up to 3 years?
*Comparison data*: national data set

**IB**
*What*: participation rates; % of exams earning certificates; students earning diplomas
*Format:* line graphs (as prior)
*Year to include*: 5 years?
*Comparison data*: Is there a national IB school data set we can use as source of comparison?

**MCAS**
*What*: achievement and growth data, by grade level, cohort?, and overall, in ELA and Math (STE?)
*Format:* achievement: stacked column charts; growth: adjusted column charts?
*Year to include*: 2-3 years?
*Comparison data*: state level data by grade and overall; city?

**iReady**
*What*: Collect data for on/above and 1- and 2-years below by grade level (and cohort??)
*Format:* similar to MCAS achievement stacked column charts?
*Year to include*: 2-3 years?

***Comparison data***: Is there a national data set we can use as source of comparison?

# ELA Aggregate MCAS Performance Gr3-8

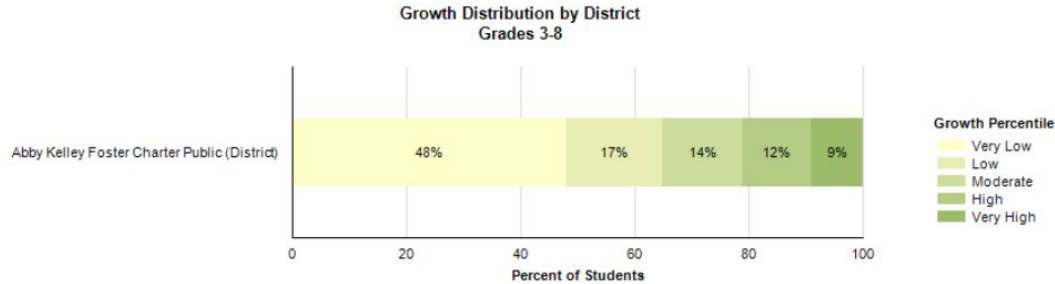% of Students in Each Performance Category

# ELA MCAS Growth Gr3-8



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# ELA MCAS Growth Gr3-8

## Growth Distribution

# ELA MCAS Growth Gr3-8
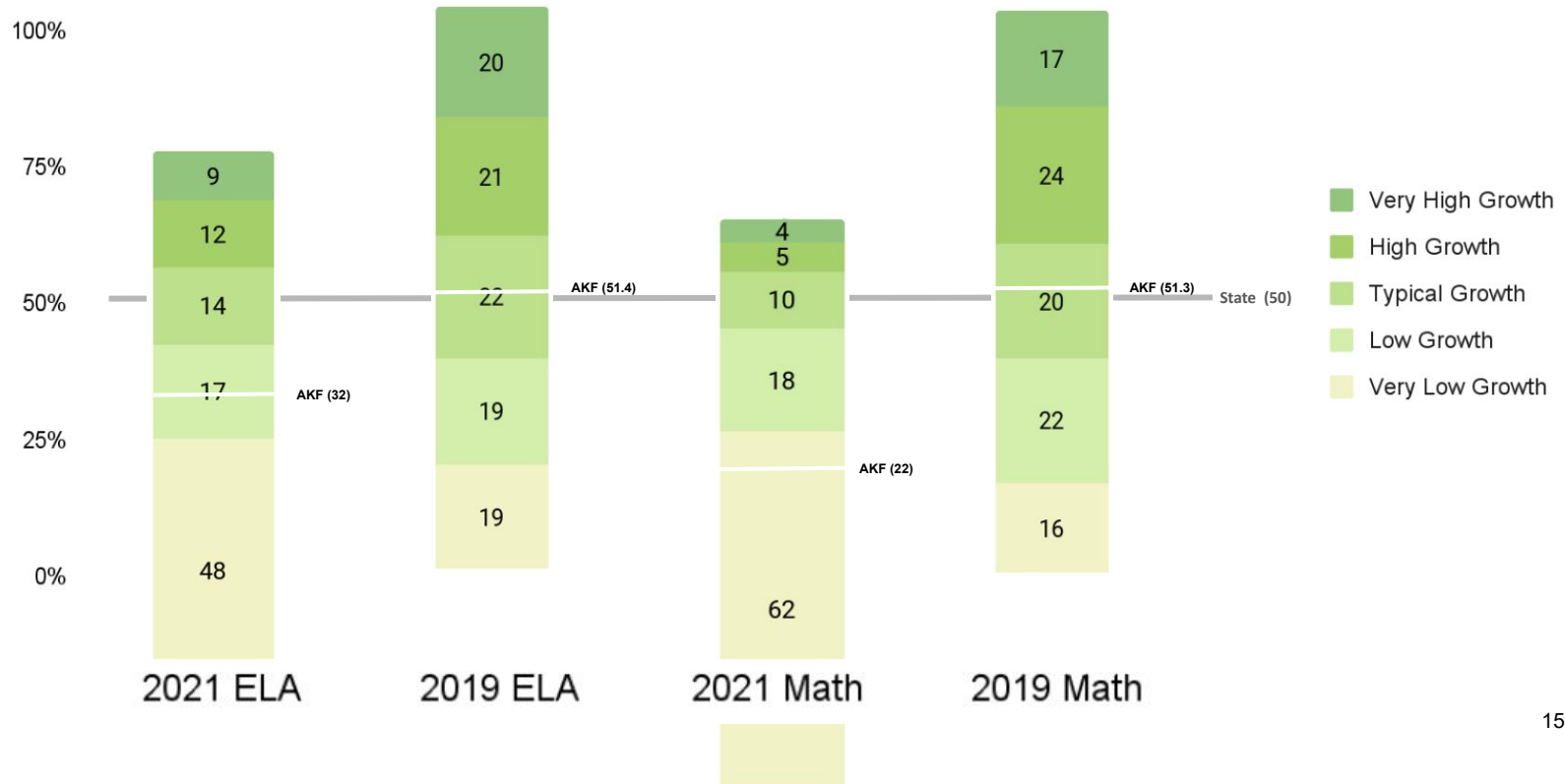
## Growth Distribution



Legend:
- Very High Growth
- High Growth
- Typical Growth
- Low Growth
- Very Low Growth

**2021 ELA:** 9, 12, 14, 17, 48 — AKF (32)

**2019 ELA:** 20, 21, 22, 19, 19 — AKF (51.4)

**2021 Math:** 4, 5, 10, 18, 62 — AKF (22)

**2019 Math:** 17, 24, 20, 22, 16 — AKF (51.3), State (50)

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# [Abby Kelley Foster Charter School] Student Survey Results 2021-2022

# The "Why"

*A goal for Abby Kelley this past year as we reintegrated into in-person learning was to offer a platform to understand our students voices. At AKFCS we are interested in developing not only our student's academic progress, we are interested in our students becoming leaders in our communities, responsible and productive citizens as well as resilient, empathic adults. We understand the value of creating a school environment that is welcoming and where everyone belongs. The surveys provide AKFCS with the data we need to develop interventions from the individual student level to the district and community level.*

# Sense of Belonging Survey

This survey was completed by students in Grades 3-12 in December of 2022 and again in Grades 3-11 in June 2022.

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# Grades 3-5
# December 2021
Based on 319 responses

# Grades 3-5
# June 2022
Based on 334 responses



Sense of Belonging

Breakdown by Student Grade Level

| Student Grade Level | Percentage of favorable responses |
|---|---|
| 3 | 61% |
| 4 | 65% |
| 5 | 57% |

20
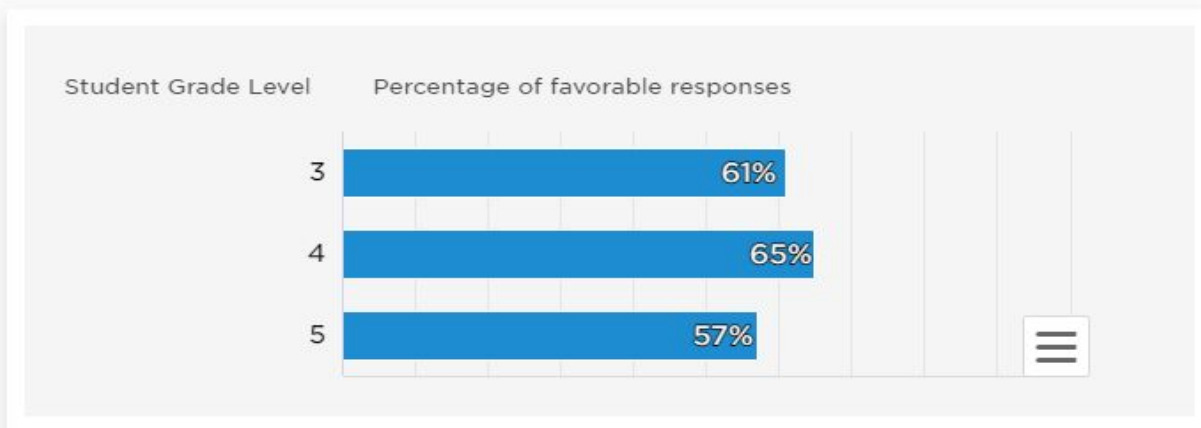
# Sense of Belonging Grades 6-12 December 2021

Based on 588 responses
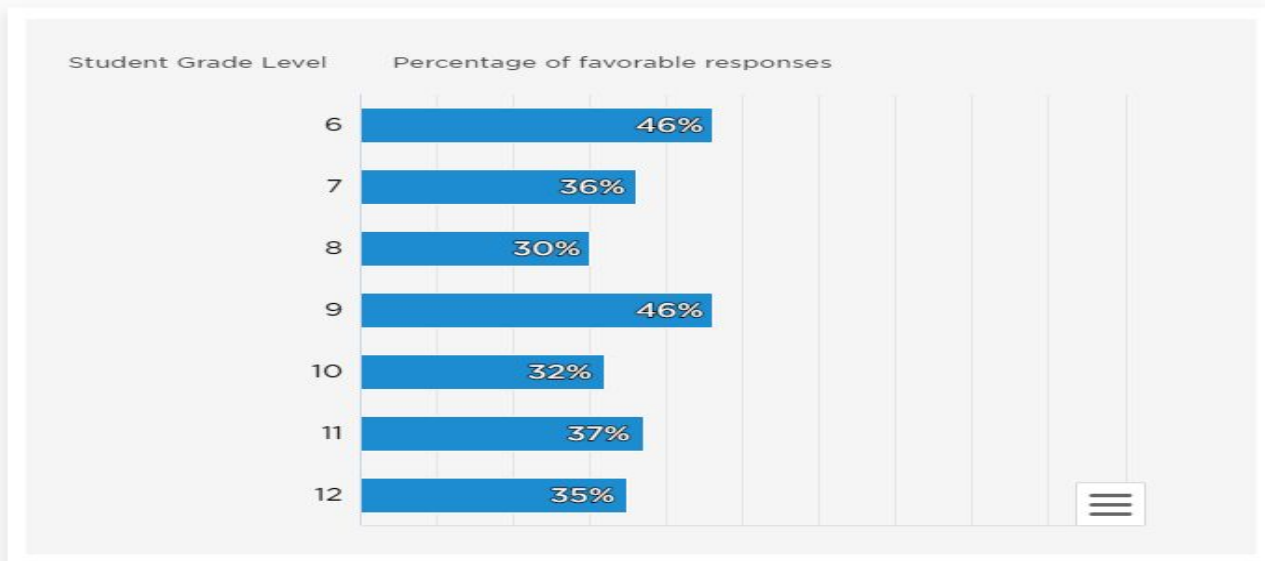
# Sense of Belonging June 2022

Based on 553 responses
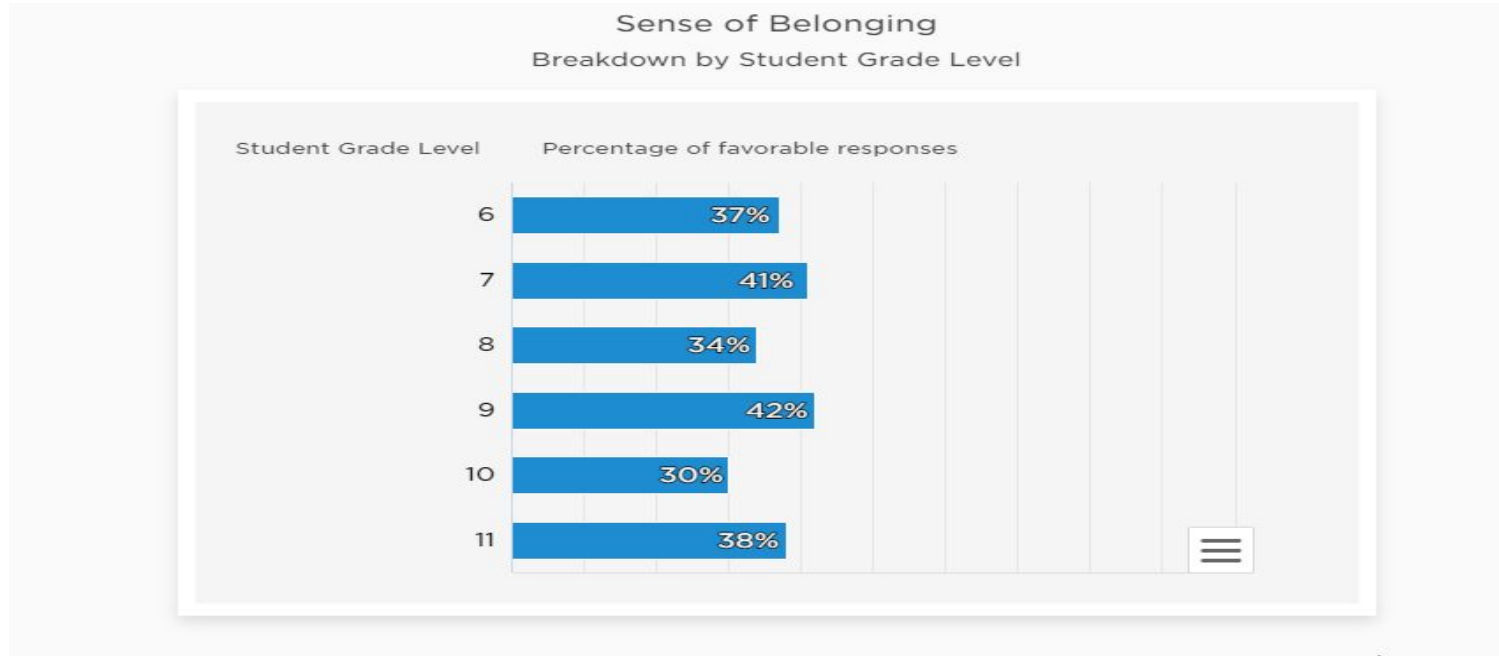
# Sense of Belonging Survey Grades 3-5

# Sense of Belonging Question results
# Grades 6-11

| | QUESTION | | |
|---|---|---|---|
| > | How well do people at your school understand you as a person? | **39**% ⓘ responded favorably | ▲ **5** from Fall 2021 Student Survey |
| > | How connected do you feel to the adults at your school? | **20**% ⓘ responded favorably | **0** from Fall 2021 Student Survey |
| > | How much respect do students in your school show you? | **44**% ⓘ responded favorably | ▼ **6** from Fall 2021 Student Survey |
| > | How much do you matter to others at this school? | **34**% ⓘ responded favorably | ▼ **1** from Fall 2021 Student Survey |
| > | Overall, how much do you feel like you belong at your school? | **46**% ⓘ responded favorably | ▼ **2** from Fall 2021 Student Survey |

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# SEL Survey Grades 3-5 Comparison

| Topic | Percent Favorable | Compared to others nationally | Change since Fall 2021 Student Survey |
|---|---|---|---|
| Self-Management | 67% | 20th–39th percentile | ▲ 1 |
| Growth Mindset | 56% | 60th–79th percentile | ▲ 4 Greatest increase |
| Emotion Regulation | 45% | 40th–59th percentile | 0 |

25
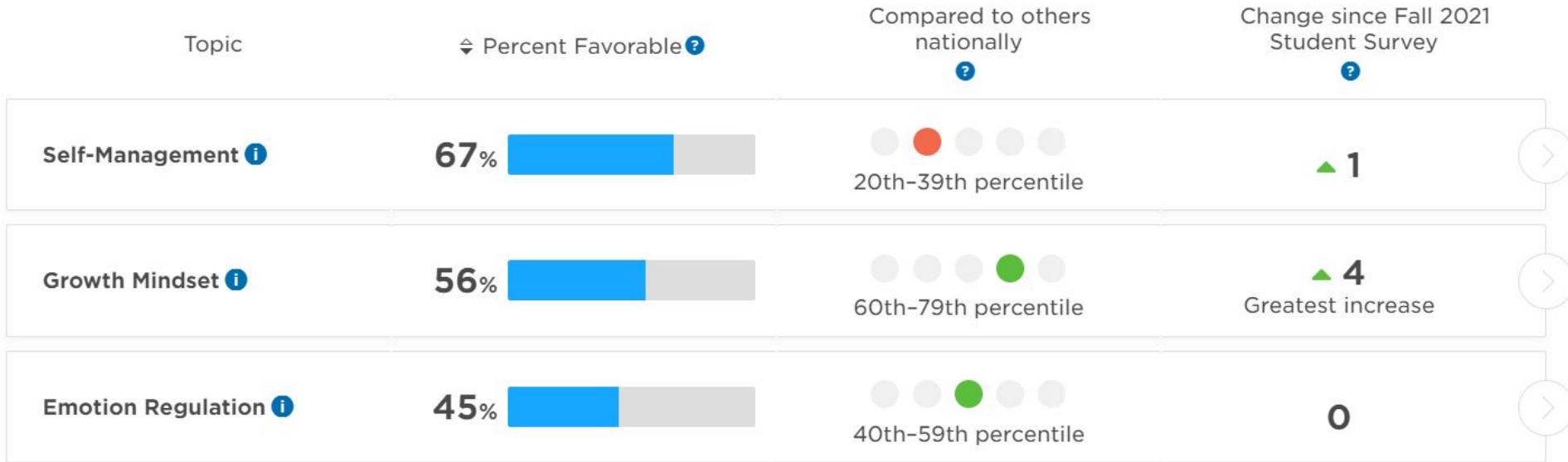
# Grades 6-11 SEL survey

| Topic | ⇕ Percent Favorable ❓ | Compared to others nationally ❓ | Change since Fall 2021 Student Survey ❓ |
|---|---|---|---|
| Self-Management ℹ️ | **69**% | 🔴 20th–39th percentile | 🔻 **4** |
| Growth Mindset ℹ️ | **51**% | 🟢 40th–59th percentile | 🔻 **1** |
| Emotion Regulation ℹ️ | **46**% | 🟢 40th–59th percentile | 🔺 **1** Greatest increase |
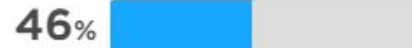
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## Grades 3-5 December 2021 Self Management

Results by group

| Grade | Percentage |
|-------|-----------|
| 3 | 65% |
| 4 | 66% |
| 5 | 67% |

## Grades 3-5 June 2022 Self Management

| Grade | Percentage |
|-------|-----------|
| 3 | 64% |
| 4 | 69% |
| 5 | 70% |

## Grades 6-12 December 2021 Self Management

| Grade | Percentage |
|-------|-----------|
| 6 | 73% |
| 7 | 69% |
| 8 | 68% |
| 9 | 77% |
| 10 | 73% |
| 11 | 78% |
| 12 | 78% |

## Grades 6-12 June 2022 Self Management

| Grade | Percentage |
|-------|-----------|
| 6 | 63% |
| 7 | 66% |
| 8 | 65% |
| 9 | 73% |
| 10 | 74% |
| 11 | 72% |

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Grades 3-5 December 2021 Growth Mindset

| Grade | Percent |
|---|---|
| 3 | 49% |
| 4 | 53% |
| 5 | 53% |

Grades 3-5 June 2022 Growth Mindset

| Grade | Percent |
|---|---|
| 3 | 50% |
| 4 | 56% |
| 5 | 62% |

Grades 6-12 December 2021 Growth Mindset

| Grade | Percent |
|---|---|
| 6 | 59% |
| 7 | 48% |
| 8 | 52% |
| 9 | 51% |
| 10 | 49% |
| 11 | 51% |
| 12 | 53% |
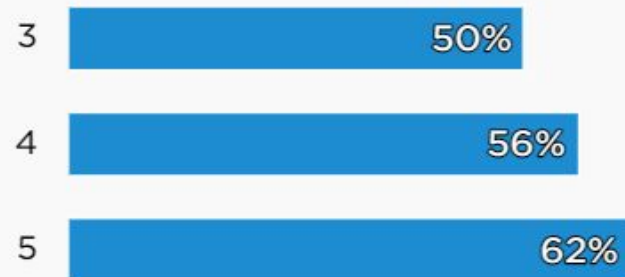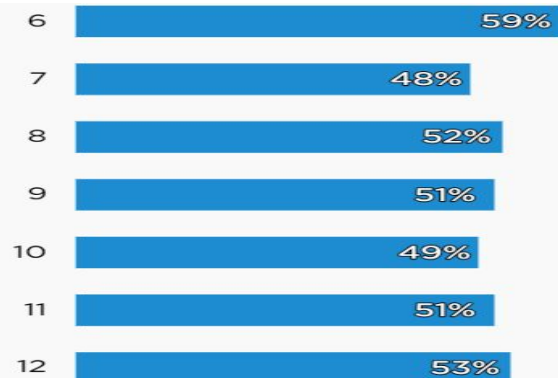
Grades 6-12 June 2022 Growth Mindset

| Grade | Percent |
|---|---|
| 6 | 51% |
| 7 | 53% |
| 8 | 51% |
| 9 | 49% |
| 10 | 51% |
| 11 | 51% |

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## Grades 3-5 December 2021 Emotional Regulation

| Grade | Percentage |
|-------|-----------|
| 3 | 47% |
| 4 | 44% |
| 5 | 45% |
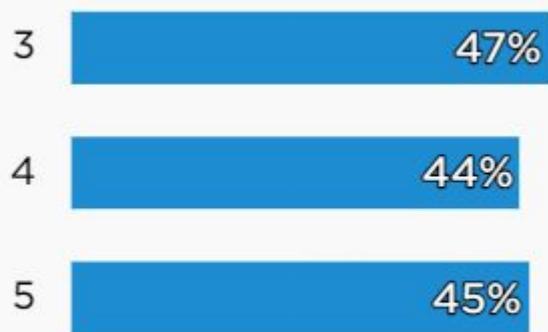
## Grades 3-5 June 2022 Emotion Regulation

| Grade | Percentage |
|-------|-----------|
| 3 | 40% |
| 4 | 44% |
| 5 | 50% |
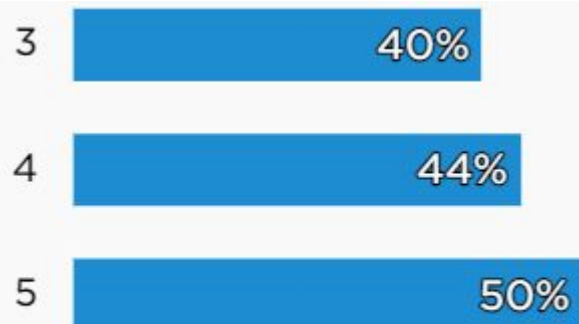
## Grades 6-12 December 2021 Emotion Regulation

| Grade | Percentage |
|-------|-----------|
| 6 | 40% |
| 7 | 41% |
| 8 | 45% |
| 9 | 50% |
| 10 | 45% |
| 11 | 48% |
| 12 | 54% |
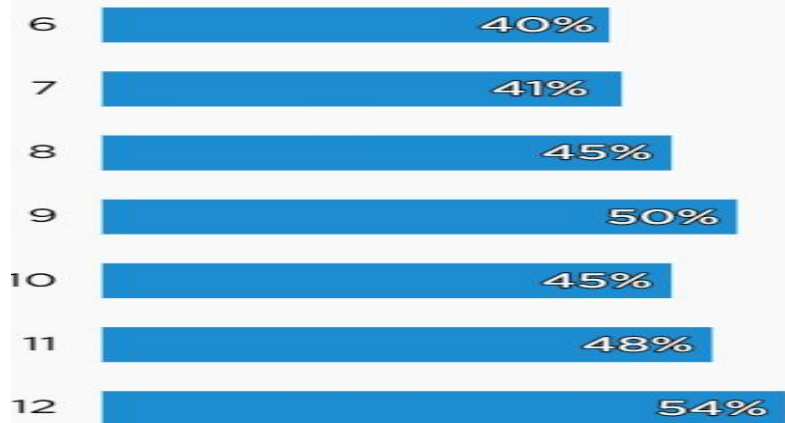
## Grades 6-12 June 2022 Emotion Regulation

| Grade | Percentage |
|-------|-----------|
| 6 | 38% |
| 7 | 48% |
| 8 | 49% |
| 9 | 49% |
| 10 | 46% |
| 11 | 44% |

29
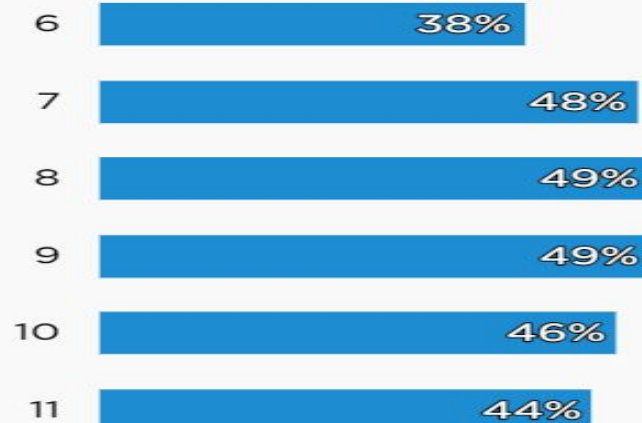
# How will we use this data?

*The purpose of the student surveys is multipurpose.*

1) *we want to hear from students their perceptions of AKFCS and to better understand their skill set when it comes to developing skills related to their emotional intelligence.*
2) *Data is used on an individual level to develop student interventions. This data will be used to develop additional Tier 1 supports such as a Bullying Prevention Program for grades K-8.*
3) *Data is also used at a classroom level to help teachers promote SEL in their classroom. Teachers in the elementary school will have access to Panorama Playbook, which provides strategies for SEL in the classroom. In the middle school, teachers will be teaching an SEL curriculum with support from guidance counselors during an advisory period, which is new this year.*
4) *Continued focus on assisting teachers in developing strong relationships with students and creating a sense of community within their classroom. Learn Launch Sense of Belonging Initiative*
5) *The survey will go out three times this year with "check ins" in between. This data will align with i-ready data.*
6) *Increase and objectively evaluate our counseling interventions with students and continue to build proactive, Tier 2 relationships that target our student's needs.*